

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Educational Goal-Setting and Self-Assessment Skills Students will graph scores for their last 5 spelling test grades, reflect on their scores, brainstorm how to improve their scores and set a goal to achieve a higher score on the next spelling test; students will then reflect on their next spelling or other content score to see if they met their goal, what steps they took to improve and how they can improve their next score.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How do I make decisions that will help me to be successful? 2. How do individuals make positive changes?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.		AD.6.A.03: Identify education goal-setting and self-assessment skills.		L.3.5 L.3.6 SL.3.2 SL.3.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will establish a goal and identify at least three steps they will take to reach his/her goal.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3	AD A	Level 2

				L.3.4 L.3.5 L.3.6		
3. The student will chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.		AD.6.A.03		RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.2 SL.3.3 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	AD A	Level 2
ASSESSMENT DESCRIPTIONS*:						
The student will track and analyze his/her test scores after setting a goal for score improvement						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1 Goal Setting and Self-Assessment Lesson 2 Reflection on Educational Goal Setting and Self-Assessment					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See Lessons: Lesson 1 Goal Setting and Self-Assessment					

2 3	Lesson 2 Reflection on Educational Goal Setting and Self-Assessment				
	<u>Direct:</u> _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x___ Compare & Contrast (Ls. 2) _____ Didactic Questions _____ Demonstrations ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls.1, 2)	<u>Indirect:</u> ___x___ Problem Solving (Ls. 1, 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x___ Reflective Discussion (Ls. 1, 2) _____ Writing to Inform (Ls. 2) _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<u>Experiential:</u> _____ Field Trips _____ Narratives ___x___ Conducting Experiments (Ls. 1, 2) _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	<u>Independent Study</u> _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	<u>Interactive Instruction</u> _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					